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Patent Application of

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for

TITLE: SOCIAL SKILL BUILDER GAME

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Elizabeth A. Farmer

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TITLE OF THE INVENTION: SOCIAL SKILL BUILDER GAME

CROSS-REFERENCE TO RELATED APPLICATIONS:

[0001] This application claims the benefit of Provisional Patent Application Serial Number 60/465,139, filed April 24, 2004 by the present inventor and titled "SOCIAL SKILL BUILDER GAME".

FIELD OF INVENTION

[0002] The present educational board game relates to the field of games used to improve behavior skills for children and adults with developmental disabilities. The features described in this board game will permit persons affected by these disabilities to navigate the unpredictable world that one faces with these disabilities. Specifically addressed are methods to address the impaired communications and social skills that this special group faces on a daily basis.

FEDERALLY SPONSORED RESEARCH: Not Applicable

SEQUENCE LISTING OR PROGRAM: Not Applicable

BACKGROUND OF THE INVENTION --FIELD OF INVENTION

[0003] The new board game described in this specification is an educational board game that is designed to help teach appropriate social skills, problem-solving, turn-taking, commenting, and peer interaction to children and adults with developmental disabilities.

BACKGROUND OF THE INVENTION:

A. INTRODUCTION OF THE PROBLEMS ADDRESSED

[0004] A DEVELOPMENTAL DISABILITY is a disability normally acquired prior to the age of twenty-two (22) years that affects cognitive, social, communication, and adaptive skills and behaviors. Some common developmental disabilities include: Mental Retardation, Autism, Asperger's Syndrome, Down's Syndrome, Cerebral Palsy, and Spina Bifida.

[0005] This new board game likely will be especially useful in teaching better social interactions, problem-solving skills, and game-playing skills to individuals on the Autism Spectrum. Individuals on the Autism Spectrum are those people who have a diagnosis of Autism, Asperger's Syndrome, and/or Pervasive Developmental Disorder. Individuals with diagnoses of this

spectrum suffer from impairments in the areas of communication, social interactions, and restricted/ repetitive behaviors. It has been hypothesized that individuals on the Autism Spectrum have not developed Theory of Mind. Theory of Mind is simply the understanding and knowledge that others have thoughts and feelings different from their own. One reason this is so difficult for these individuals, is that they are unable to effectively read facial cues. Finally, individuals with Autism Spectrum disorders and Developmental Disabilities have significant problems in developing peer interactions and friendships.

B. PRIOR ART

[0006] Many avenues of developmental games are sought after to help people in general to improve their basic skills. These normally develop important skills in a fun and often competitive manner. However, the average development board game involves many pieces, intricate rules and scoring, and a competitive environment. Several of these are known for this purpose.

[0007] Examples of prior board game innovations begin with U.S. Patent 1,635,734 issued to Ziegler (1927). This teaches an educational board game involving spaces and game pieces. Players advanced if they answered questions about history and people correctly and competed to reach the goal first. A U.S.

Patent 2,026,082 issued to Darrow (1935) teaches the well-known classical game of Monopoly. Here, a highly competitive game is presented with spaces, advancement by chance, activity cards, and money. Players learn trade and bartering in a real estate setting.

[0008] Other examples include a U.S. Patent 3,782,009 issued to Darnell (1974) which teaches a behavior modification device. Here the device tracks classroom behavior and scholastic achievement of many individuals concurrently in a competitive manner. The device is open to the view of the participants and others for a long period of achievement tracking. A method and device U.S. Patent 4,440,396 issued to Frudakis (1984) teaches a board game primarily to encourage adherence to a self improvement system, particularly a diet.

[0009] An educational and diagnostic tool is taught in U.S. Patent 5,533,902 issued to Miller (1996). This tool focused on skills of matching, classifying and labeling does target disabled individuals for mainly visual feedback and manual manipulation and not social skills. A complex game in U.S. Patent 5,882,008 issued to Siegesmund (1999) teaches a board game where players choose to answer subjective and objective questions. They compete to advance by correctly answering questions posed by cards that correlate to the game board spaces. Another U.S. Patent 5,988,642 issued to Ziembra (1999)

teaches a safety board game. The game involves intricate pieces, a fancy board setting and a fantasy journey taken by players around a "town" depicted on the board. Players make a "stop or go" decision as they progress.

[0010] A complex game that teaches character and value development was issued in U.S. Patent 6,120,028 to Boyer (2000). This game involves intricate pieces, critical thinking, and a journey around a town on the game board. It provides some interaction and examples of complex questions for players to answer. Another safety board game in U.S. Patent 6,120,296 issued to Lim (2000) teaches a competitive educational board game. Players receive tokens for right answers and compete to exchange tokens for cards in order to collect enough cards to "win" the game. This is a difficult, highly complex board game.

[0011] A non-competitive memory game in U.S. Patent 6,270,077 B1 issued to Cohen (2001) teaches a game focused on Alzheimer's patients and their basic memory enhancement. The board game focuses on cards that help players recall memories and facts. The cards are selected in correspondence with the type of specific things generally depicted by the game board spaces. Another board game protected by U.S. Patent 6,398,222 B1 issued to Everett (2002) is aimed at developing and enhancing motor skills. It teaches this by having game pieces of various

geometric shapes and focused primarily on physical therapeutic improvements.

[0012] Numerous innovations and improvements to developmental board games have been provided in prior art that are adapted to be used. However, even though these may be suitable for the specific purposes to which they address, they would not be suitable for developmental skill building for persons with disabilities. The present board game as described focuses on building skills with an organized method and game that has not heretofore been addressed by prior art.

SUMMARY OF THE INVENTION

SUMMARY

[0013] This new board game shows examples of at least two Social Skill Builder games specifically designed to address the developmental disabilities described in the above background. These games consist of fairly standard board game apparatus - a game board with a plurality of spaces, one or more player tokens and a manner to determine how many spaces to proceed. Corresponding to most of the spaces where a player "lands" are various cards of distinct types. The type of questions and directions on the cards permit a balanced and somewhat controlled reaction and interaction between the players

themselves and the teacher or psychologist that is monitoring the activity.

[0014] The Social Skill Builder games are designed to be played using adult moderators and non-disabled peers. The non-disabled peers will serve as role-models for the disabled players, and playing the game is intended to help foster some friendships and better understanding between players. This use of non-disabled peers differs from many of the games used in the field today.

OBJECTS AND ADVANTAGES

[0015] Accordingly, there are several objects and advantages of the developmental board game. This new development game satisfies a long felt need to have a way to create opportunities to improve communication and social skills in short periods of time with controlled learning. The total time to set-up the game, create and use the learning session and to complete the game can be accomplished in thirty minutes. The attention span of some participants has prevented behavior skills building from being accomplished by other development games of past years.

[0016] This new board game is simple and inexpensive to manufacture. Because it is composed of easily adapted core cards, the need to specialize a game for an individual or small group is avoided. The similarities of the two examples shown

below provide economies of scale during the manufacturing of the games.

[0017] This new board game, by the use of the mirror in Social Skill Builder Level I, assists in teaching an individual the ability to express and read facial cues. By having this ability, individuals on the Autism Spectrum are permitted to reduce the amount of errors they often make when interacting with others.

[0018] Another improvement to the behavior development game involves targeting special cards for the different age groups. Level I targets a younger set of developmentally disabled persons. Level II is targeted for older teens and adults.

[0019] Other advantages and additional features of the present board game will be more apparent from the accompanying drawings and from the full description of the board game. For one skilled in the art of development games for disabled persons it is readily understood that the features shown in the two examples with this board game are readily adapted to other similar type disabilities across varying age groups.

DESCRIPTION OF THE DRAWINGS - FIGURES

[0020] The accompanying drawings, which are incorporated in and constitute a part of this specification, illustrate embodiments of the present board game that are preferred. The

drawings together with the summary description given above and a detailed description given below serve to explain the principles of the board game. It is understood, however, that the board game is not limited to the precise arrangements and instrumentalities shown.

Please note that FIG. 1, FIG. 2 and FIG. 3 are used in the SOCIAL SKILL BUILDER LEVEL I.

[0021] FIG. 1 is a top view of the SOCIAL SKILL BUILDER LEVEL I generally showing the game board.

[0022] FIG. 1A is a top view of the SOCIAL SKILL BUILDER LEVEL I "Game Board" that delineates the various spaces, the placement of the cards and the Start/Finish positions.

[0023] FIG. 2 shows the relationship between the various spaces and the corresponding deck of cards a player uses to determine his task to perform in SOCIAL SKILL BUILDER LEVEL I Game.

[0024] FIG. 3 shows an ordinary hand mirror that is used as part of the SOCIAL SKILL BUILDER LEVEL I Game.

[0025] *Please note that apparatus and table shown in FIG. 4, FIG. 5 and FIG. 6 are used in any of the SOCIAL SKILL BUILDER Games by the players and the Teacher/Psychologist, without regard to the Level.*

[0026] FIG. 4 shows various types of "game pieces" or tokens that a player may use to mark his location during the game.

[0027] FIG. 5 shows a set of three different ways to determine how many spaces a player advances - by use of a die, a spinner or a bag with a series of numbers.

[0028] FIG. 6 is a table of the General Process used to complete any of the SOCIAL SKILL BUILDER Games by the players and the Teacher/ Psychologist.

[0029] *Please note that FIG. 7 and FIG. 8 are used in the SOCIAL SKILL BUILDER LEVEL II.*

[0030] FIG. 7 is a top view of the SOCIAL SKILL BUILDER LEVEL II "Game Board" that shows the various spaces, the placement of the cards and the Start/Finish positions.

[0031] FIG. 8 shows the relationship between the various spaces and the corresponding deck of cards a player uses to determine his task to perform in SOCIAL SKILL BUILDER LEVEL II Game.

Please note that FIG. 9 and FIG.10 ALTERNATIVE EMBODIMENTS OF THE SOCIAL SKILL BUILDER LEVEL I AND II.

[0032] FIG. 9 is a top view of an Alternative Embodiment of SOCIAL SKILL BUILDER LEVEL I "Game Board" that has simplified markings to delineate the various spaces.

[0033] FIG. 10 is a top view of an Alternative Embodiment of SOCIAL SKILL BUILDER LEVEL II "Game Board" that has simplified markings to delineate the various spaces.

[0034] FIG. 11 is a view of an Alternative Embodiment of SOCIAL SKILL BUILDER LEVEL Game Board that has been incorporated in a computerized version.

DESCRIPTION OF THE DRAWINGS - REFERENCE NUMERALS

[0035] The following list refers to the attaches drawings:

21 game board for Level I
21A simplified art - game board for Level I
22 start space for all Levels
23 go/do activity space for Level I
23A simplified art - go/do activity space, Level I and II
24 what if activity space for Level I and II
24A simplified art - what if activity space, Level I and II
25 mirror activity space for Level I
26 free space for all Levels
27 finish space for all Levels
28 go/do card spot for Level I
28A simplified art - go/do card spot for Level I
29 what if card spot for Level I and II
29A simplified art - what if card spot for Level I and II
30 mirror card spot for Level I
31 go/do cards for Level I
31A simplified art - go/do cards for Level I (not shown)
32 what if cards for Level I
32A simplified art - what if cards for Level I (not shown)
33 mirror cards for Level I
34 hand mirror for Level I
35A-G game pieces for Level I and II
36 single dice piece for all Levels
37 spinner mechanism for all Levels
38 bag of numbered pieces for all Levels
39 go/do activity space for Level II
41 safety activity space for Level II
42 go/do card spot for Level II
44 safety card spot for Level II
45 game board for level II
45A simplified art - game board for level II
46 go/do cards for Level II
46A simplified art - go/do cards for Level II (not shown)
47 what if cards for Level II
47A simplified art - what if cards for Level II (not shown)
48 safety cards for Level II
49 computer terminal with interactive game

DETAILED DESCRIPTION OF EMBODIMENTS

[0036] The present board game is a SOCIAL SKILL BUILDER GAME that helps teach appropriate social skills, problem solving, turn-taking, commenting, and peer interaction to children and adults with developmental disabilities. The improvement over the existing art will be readily understood by those teachers or psychologists that work in this developmental area. The development game can be readily used with persons having varying degrees of developmental disabilities.

[0037] There are shown in FIGS. 1-11 complete operative embodiments of this board game. The board game generally relates to games consisting of fairly standard board game apparatus - a game board with several spaces, player tokens and a manner to determine how many spaces to proceed. However, the novelty and key to the usefulness in developing impaired persons are the method used in monitoring the game and the distinct types of the various cards corresponding to most of the spaces where a player "lands" during the operation of the game.

[0038] The preferred embodiments of the board game consist of a few parts shown in the accompanying drawings.

[0039] FIG. 1 is a top view of the SOCIAL SKILL BUILDER LEVEL I generally showing the game board.

[0040] FIG. 1A is a top view of the SOCIAL SKILL BUILDER LEVEL I "Game Board" that delineates the various spaces, the

placement of the cards and the Start/Finish positions. The Game Board **21**, which is shown, is a substantially rigid member having a substantially flat playing surface and a rectangular shape. The board **21** can be constructed so as to fold into a smaller shape, for instance in half, or quarters or to comprise part or all of a section of a box containing the entirety of the board game. As shown in FIG. 1A, the board is laid out open and substantially flat.

[0041] An example might be one of thirty-four (34) spaces showing the complete course. There is one START/FINISH space **22** and thirty three other labeled spaces. The labeled spaces include distinct types of activity spaces like

[0042] In FIG. 1A, the example game board **21** shown is comprised of a plurality of spaces with several distinct types. An example might be one thirty-four (34) spaces showing the complete course. There is one START/FINISH space **22** and thirty three other labeled spaces. The labeled spaces could include

- a.) twelve (12) GREEN activity spaces - "Go Do!" **23**.
- b.) twelve (12) ORANGE activity spaces - "What If" **24**.
- c.) six (6) WHITE activity spaces - "Mirror" **25**. And
- d.) three (3) FREE spaces **26**.

In the Start Space **22**, along one edge, is shown the FINISH line **27**. One skilled in the art appreciates the total number of spaces, the number of differentiated types of spaces (Green,

Orange, White and Free) and the respective number of each type may vary without effecting the scope and spirit of the development game.

[0043] Interior to the course spaces (that are on the perimeter of the game board) are distinct card location "spots" identified like the distinct card types for placing the respective decks of cards used in the operation of the game.

The example shows a GREEN card spot "Go Do!" **28**; an ORANGE card spot "What If?" **29**; and a WHITE card spot "Mirror" **30**.

[0044] FIG. 2 shows the relationship between the various labeled spaces, the card spots and the corresponding decks of cards a player uses to determine his/her task to perform in SOCIAL SKILL BUILDER LEVEL I Game. Each color-coded space and card spot has a unique corresponding deck of cards that contains the task for one to perform if or when he/she has landed on that specific colored space. An example correspondence is shown in the following table.

[0045] TABLE A-Correspondence of Spaces, Spots and Task Decks

Level I - Board **21**

Color	GREEN	ORANGE	WHITE
Course Activity Space	Go Do!, 23	What If?, 24	Mirror, 25
Game Board Interior Spot	Spot, 28	Spot, 29	Spot, 30
Deck of Cards	Deck, 31	Deck, 32	Deck, 33

[0046] Examples of the various tasks for SOCIAL SKILL BUILDER

LEVEL I Game are shown in the following table.

TABLE B - Examples of Level I Tasks by Card Type

GO DO!-GREEN	WHAT IF?-ORANGE	MIRROR-WHITE
Say 1 thing that makes you feel happy.	If you bump into someone in line, what should you say?	Look in the mirror and introduce yourself.
Give someone else a compliment.	If you don't understand how to do your school work what should you do?	Make a sad face in the mirror.
Say 1 thing it would be ok to do if you were mad.	How would you feel if someone said, "You are stupid?"	Make a mad face in the mirror.
Say something you like about someone else playing the game.	If you want to play with other kids at recess, what should you do?	Make a tired face in the mirror.
Tell someone thank you for playing this game with you.	If you saw someone crying, what could you do to help?	Make a happy face in the mirror.
Ask someone what their favorite color is.	If you feel mad or upset, you should say _____.	Look in the mirror and make the face you should when someone says "Hi!" to you.
Say 1 way it would be ok to ask for a BREAK.	If you see someone who you think needs to be on a diet, should you tell them? Why or Why not?	Ask someone to make a face. Make the same face in the mirror and say what kind of face it is.
Introduce yourself to someone.	What should you say if you accidentally hurt someone's feelings?	Ask someone to make a face. Make the same face in the mirror and say what kind of face it is.
GREEN	ORANGE	MIRROR

TABLE B continued - Examples of Level I Tasks by Card Type

GO DO!-GREEN	WHAT IF?-ORANGE	MIRROR-WHITE
Ask someone what their favorite thing to do is.	If a stranger knocks on your door at home, what should you do?	Ask someone to make a face. Make the same face in the mirror and say what kind of face it is.
Tell someone 1 thing you did today.	If it gets too loud for you, what can you do?	Look in the mirror and SMILE. Look in the mirror and FROWN. Do these look different?
Say 1 thing that makes you mad.	If you know the answer to a question in school, what should you do?	Look in the mirror and say 2 things about your face.
Show how you would ask someone to play with you.	If you're not sure about saying something that might hurt someone else's feelings, what should you do?	Look in the mirror and say 1 thing you like about yourself.
Ask someone what their favorite food is.	If you do not win this game, what should you say to the person who does?	Look in the mirror and say 2 things about your face.
Ask someone what their favorite movie is.	If someone is teasing you at school, what should you do?	Look in the mirror and think about something you like. How does your face look?
Name 2 things you can do to help yourself feel calm.	If someone is playing with something that you want what should you do?	Make a SCARED face in the mirror.
GREEN	ORANGE	MIRROR

[0047] FIG. 3 shows an ordinary hand mirror **34** that is used as part of the SOCIAL SKILL BUILDER LEVEL I Game. The mirror provides immediate feedback on facial cues when used with tasks directed from Mirror cards from deck **33** described above.

[0048] FIG. 4 shows various types of "game pieces" or tokens that a player may use to mark his location during the game. These are several representative types of pieces or tokens **35A** through **35G** in the illustration.

[0049] FIG. 5 shows a set of three different ways to determine how many spaces a player advances - by use of a single die **36**, a spinner **37** or a bag with a series of numbers **38**. Any suitable chance determining element may be provided for the operation of the game. Those represented are illustrative and not limiting in nature.

[0050] FIG. 6 is a table of the General Process used to complete any of the SOCIAL SKILL BUILDER Games by the players and the Teacher/ Psychologist, without regard to the Level. It serves again as illustrative and not limiting in the steps shown for any Level of the board game.

[0051] FIG. 7 is a top view of the SOCIAL SKILL BUILDER LEVEL II "Game Board" that shows the various spaces, the placement of the cards and the Start/Finish positions. The Game Board **45**, which is shown, is a substantially rigid member having a substantially flat playing surface and a rectangular shape. The

board can be constructed so as to fold into a smaller shape, for instance in half, in quarters, or to comprise part or all of a section of a box containing the entirety of the board game. As shown in FIG. 7, the board is laid out open and substantially flat.

[0052] In FIG. 7, the example game board **45** shown is comprised of a plurality of spaces with several distinct types. An example might be one of thirty-four (34) spaces showing the complete course. There is one START/FINISH space **22** and thirty three other labeled spaces. The labeled spaces include distinct types of activity spaces like

- e.) twelve (12) GREEN activity spaces - "Go Do!" **39**.
- f.) twelve (12) ORANGE activity spaces - "What If" **24**.
- g.) six (6) WHITE activity spaces - "WHITE WITH RED CROSS" **41**. and,
- h.) three (3) FREE spaces **26**.

In the start space **22**, along one edge, is shown the FINISH line **27**. One skilled in the art appreciates the total number of spaces, the number of differentiated types of spaces (Green, Orange, White, and Free) and the respective number of each type may vary without effecting the scope and spirit of the development game.

[0053] Interior to the course spaces (that are on the perimeter of the game board) are three distinct card spots for

placing the decks of cards used in the operation of the game.

These are GREEN card spot "Go Do!" **42**; ORANGE card spot "What If?" **29**; and WHITE card spot "White with Red Cross" **44**.

[0054] FIG. 8 shows the relationship between the various spaces and the corresponding deck of cards a player uses to determine his task to perform in SOCIAL SKILL BUILDER LEVEL II Game. Each color-coded space and card spot has a unique corresponding deck of cards that contains the task for one to perform if or when he/she has landed on that specific colored space. The example correspondence is shown in the following table.

[0055] TABLE C-Correspondence of Spaces, Spots and Task Decks
Level II - Board **45**

Color	GREEN	ORANGE	WHITE
Course Activity Space	Go Do!, 39	What If?, 24	Red Cross, 41
Game Board Interior Spot	Spot, 42	Spot, 29	Spot, 44
Deck of Cards	Deck, 46	Deck, 47	Deck, 48

[0056] Examples of the various tasks for SOCIAL SKILL BUILDER LEVEL II Game are shown in the following table.

TABLE D - Examples of Level II Tasks by Card Type

GREEN	ORANGE	SAFETY
Say 1 thing that makes you happy.	If you bump into someone in line, what should you say?	If someone wants you to do something you know is wrong, what should you do?
Give someone else a compliment.	If you meet someone new what should you say?	If you smell gas in the house, name 2 things you should do.
Say 1 thing it would be ok to do if you were mad.	How would you feel if someone said, "Your hair looks weird"?	If your smoke alarm goes off during the night, what should you do?
Say something you like about someone else playing this game.	If you saw someone crying, what could you do?	If someone you just met offers you a ride in their car, should you go?
Say 2 things that you are good at.	If someone teases you or calls you names, what should you do?	If there is a tornado warning and you are at home, where should you go?
Ask someone what their favorite food is.	If someone says something that hurts your feelings, what should you say?	If someone knocks on your door, what should you do?
Tell something you have done nice for someone.	If you see someone who needs to be on a diet, should you tell them? Why or Why not?	If someone at work touches you inappropriately, what should you do?
Introduce yourself to someone.	What should you say if you accidentally hurt someone's feelings?	If you want to try a drink of alcohol, but take other medicine, what should you do?
Ask someone what their favorite thing to do is.	If someone has something you want, what should you do?	If your electricity goes out, what should you do?
GREEN	ORANGE	SAFETY

TABLE D continued - Examples of Level II Tasks by Card Type

<u>GREEN</u>	<u>ORANGE</u>	<u>SAFETY</u>
Tell someone 1 thing you did today.	If you see someone whose clothes don't match, should you tell them? Why or Why not?	If a stranger comes to your door and wants to use your phone, what should you do?
Say 1 thing that makes you feel mad.	If someone wants you to do something you don't want to do, what should you say?	If you are alone and start to feel sick, what should you do?
Say 2 goals you have for yourself.	If you're not sure about saying something that might hurt someone else's feelings, what should you do?	If a friend offers you some of their medicine, should you take it?
Ask someone what their favorite movie is.	If it gets too loud, what can you do?	If someone tries to talk you into going somewhere you don't want to go, what should you say?
Say 2 things you can do if you have to wait in the doctor's office.	If you do not win this game, what should you say?	If you notice there is only 1 pill left in your daily medicine bottle, what should you do?
Ask someone 2 questions about themselves.	If someone asks to borrow money from you, but they have never paid you back before, what should you say?	If you aren't sure if something in your refrigerator is spoiled, what should you do?
Say one way it would be OK to ask for a BREAK.	If you meet someone you want to ask on a date, what should you say?	If someone you just met asks for your address, should you tell them?
Say 2 things you like about yourself.	If you want more independence, name something you can work on getting better at.	Name 2 things you should always do before crossing the street.
Name 2 things you can do to help yourself feel calm.	If someone makes a mistake, should you always correct them? WHY or WHY NOT?	If someone calls on the phone and asks you to buy something, what should you say?
GREEN	ORANGE	SAFETY

TABLE D continued - Examples of Level II Tasks by Card Type

<u>GREEN</u>	<u>ORANGE</u>	<u>SAFETY</u>
Practice inviting someone to a party or a dance.	If you have a problem you are having trouble solving, what should you do?	If someone hits you or tries to hurt you, what should you do?
Tell something that someone has done nice for you.	If you don't understand what your boss or staff wants you to do, what should you say?	If something catches on fire while you are cooking, what should you do?

[0057] FIG. 9 is a top view of an Alternative Embodiment of SOCIAL SKILL BUILDER LEVEL I "Game Board" that has simplified markings to delineate the various spaces. In FIG. 9, the example game board **21A** is generally the same as the board **21** in FIG. 1 except the artwork is simplified. Some autistic and otherwise disabled persons may be somewhat distracted by figures and pictures. These divert part of the attention from the development questions on the cards. Therefore, this alternative embodiment maintains a color coded and geometric pattern to differentiate the activity space for "Go Do!" **23A** and space for "What if?" **24A**. Likewise, the spots for the cards have simplified artwork as "Go Do!" spot **28A** and "What if?" spot **29A**. Similarly, the actual activity cards "Go Do!" **31A** and "What if?" **32A** have the simplified artwork. The questions are the same as in the Preferred Level I embodiment described above in Table B. Note also, the Mirror designation is maintained the same

(activity space **25**, card spot **30** and card deck **33**) for the Preferred Level I and the alternative embodiment with the simplified artwork Level I. The balance of the alternative embodiment description matches the above description for the Level I development game.

[0058] TABLE E-Correspondence of Spaces, Spots and Task Decks

Level I Simplified Artwork - Board 21A

Color	GREEN	ORANGE	WHITE
Course Activity Space	Go Do!, 23A	What If?, 24A	Mirror, 25
Game Board Interior Spot	Spot, 28A	Spot, 29A	Spot, 30
Deck of Cards	Deck, 31A	Deck, 32A	Deck, 33

[0059] FIG. 10 is a top view of an Alternative Embodiment of SOCIAL SKILL BUILDER LEVEL II "Game Board" that has simplified markings to delineate the various spaces. In FIG. 10, the example game board **45A** is generally the same as the board **45** in FIG. 7 except the artwork is simplified. As with in the simplified artwork Level I description, some autistic and otherwise disabled persons may be somewhat distracted by figures and pictures. These divert part of the attention from the development questions on the cards. Therefore, this alternative embodiment maintains a color coded and geometric pattern to differentiate the activity space for "Go Do!" **23A** and space for "What if?" **24A**. Likewise, the spots for the cards have simplified artwork as "Go Do!" spot **28A** and "What if?" spot **29A**.

These are the same for both Level I and II games with the simplified artwork. Similarly, the actual activity cards "Go Do!" **46A** and "What if?" **47A** have the simplified artwork. The questions are the same as in the Preferred Level II embodiment described above in Table D. Note also, the Red Cross Safety designation is maintained the same (activity space **41**, card spot **44** and card deck **48**) for the Preferred Level II and the alternative embodiment with the simplified artwork Level II. The balance of the alternative embodiment description matches the above description for the Level II development game.

[0060] TABLE F-Correspondence of Spaces, Spots and Task Decks
Level II Simplified Artwork - Board **45A**

Color	GREEN	ORANGE	WHITE
Course Activity Space	Go Do!, 23A	What If?, 24A	Red Cross, 41
Game Board Interior Spot	Spot, 28A	Spot, 29A	Spot, 44
Deck of Cards	Deck, 46A	Deck, 47A	Deck, 48

[0061] FIG. 11 is a view of an Alternative Embodiment of SOCIAL SKILL BUILDER LEVEL Game Board that has been incorporated in a computerized version. Here all the described methods and interaction are accomplished by a monitored game that is completed on a computer terminal **49**. Note that the players may be at different locations, however a monitor or teacher needs to support the respective players interaction and skill building as the player performs the various activities prescribed. One

skilled in the art appreciates the method to progress around the virtual game board and select the activities may be accomplished within the spirit and scope of this new skill building game.

[0062] The details mentioned here are exemplary and not limiting. Other components specific to describing a Social Skill Builder Game for development of disabled persons may be added as a person having ordinary skill in the field of this board game well appreciates. The drawing and components have been focused on the added and reconfigured parts in respect to the present board game.

OPERATION OF THE PREFERRED EMBODIMENTS

[0063] The rules and play of the developmental board game apparatus illustrated in Figures 1 through 11 will now be explained.

SOCIAL SKILL BUILDER GAME LEVEL I

OBJECT:

[0064] The object of the game is for a player to complete a round of the game board **21** from START **22** to FINISH **27**.

PLAYERS:

[0065] Two to four (2 - 4) players may play a game at a time. One Adult moderator is needed to supervise, to encourage commenting and turn-taking, to read Orange Card questions, and

to make judgments pertaining to answers of the player throughout the game. The recommended player age is six to twelve (6 to 12) years of age.

RULES/METHODOLOGY of Playing the Game:

[0066] Players and Adult moderator sit around the board game. The three (3) decks of cards (Green, Orange, and White) are placed face down in the designated card deck spaces (Green **28**, Orange **29**, or White **30**) in the middle of the game board. Each player selects a game piece and places this on the space marked "START" **22**. Each player takes a turn rolling the die **36** or using another device similar to those shown in FIG. 5. The player with the highest number goes first, followed by the player with the second highest number, etc. After the player rolls the die **36**, he/she moves that many spaces on the game board in a clock-wise manner.

[0067] If the player lands on a space marked with "GREEN" **23**, that player draws the top GREEN card from the deck **31**. If the player is able to read the card themselves, this should be encouraged. If the player is unable to read, the Adult moderator should read the card. The player should then attempt to perform the action outlined on the GREEN card he/she has drawn. Prior to beginning the game, a decision should be made if the player must make GREEN card actions toward every player playing the game or just to one player he/she selects per turn.

[0068] If the player lands on a space marked with "ORANGE" **24**, he/she should select the top card from the ORANGE card deck **32** and hand it to the Adult moderator. The Adult moderator should read the question to the player. The player will need to try to provide an appropriate/ acceptable answer to the question asked. The Adult moderator will determine if this is a correct response.

[0069] If the player lands on a "WHITE" space **25** marked with a picture of a mirror, he/she should select the top card from the WHITE MIRROR card deck **33**. If the player is able to read the card themselves, this should be encouraged. If the player is unable to read, the Adult moderator should read the card. The player should then obtain the hand mirror and attempt to perform the action on the MIRROR card he/she has drawn.

(*Periodically, it might be beneficial for the Adult moderator to take a picture of the child performing the expressions in the mirror to help model and reinforce various emotions and facial expressions.)

[0070] If a player lands on a "FREE" space **26**, they will be able to choose from which deck (GREEN **31**, ORANGE **32**, or WHITE **33**,) to draw their card for that turn.

[0071] In all the cases shown above, if a player draws a card in which they are unable to answer the question or perform the action/ instruction, they should remain on that game board space

and wait until it is their turn again. They should then draw another card from the same card deck from which they drew the last time and were unable to answer the question or perform the task. A question must be answered correctly or an instruction/action performed correctly before the player is permitted to roll the die again.

[0072] The preferred embodiment of the Social Skill Builder Game LEVEL II will now be presented. The full text is similar to that of LEVEL I above, but there are specific changes reflected for the older Players, especially with the card contents of tasks to complete. The repetition is therefore merited to completely explain the embodiment of a LEVEL II game.

SOCIAL SKILL BUILDER GAME LEVEL II

OBJECT:

[0073] The object of the game is for a player to complete a round of the game board **45** from START **22** to FINISH **27**.

PLAYERS:

[0074] Two to four (2 - 4) players may play a game at a time. One Adult moderator is needed to supervise, to encourage commenting and turn-taking, to read Orange Card questions, and to make judgments pertaining to answers of the player throughout the game. The recommended player age is fifteen (15) through Adult.

RULES/METHODOLOGY of Playing the Game:

[0075] Players and Adult moderator sit around the board game. The three (3) decks of cards (Green, Orange, and White) are placed face down in the designated card deck spaces (Green **42**, Orange **29**, or White **44**) in the middle of the game board. Each player selects a game piece and places this on the space marked "START" **22**. Each player takes a turn rolling the die **36** or using another device similar to those shown in FIG. 5. The player with the highest number goes first, followed by the player with the second highest number, etc. After the player rolls the die **36**, he/she moves that many spaces on the game board in a clock-wise manner.

[0076] If the player lands on a space marked with "GREEN" **39**, that player draws the top GREEN card from the deck **46**. If the player is able to read the card themselves, this should be encouraged. If the player is unable to read, the Adult moderator should read the card. The player should then attempt to perform the action outlined on the GREEN card he/she has drawn. Prior to beginning the game, a decision should be made if the player must make GREEN card actions toward every player playing the game or just to one player he/she selects per turn.

[0077] If the player lands on a space marked with "ORANGE" **24**, he/she should select the top card from the ORANGE card deck **47** and hand it to the Adult moderator. The Adult moderator

should read the question to the player. The player will need to try to provide an appropriate/ acceptable answer to the question asked. The Adult moderator will determine if this is a correct response.

[0078] If the player lands on a "WHITE" space **41** marked with a picture of a WHITE CROSS, he/she should select the top card from the SAFETY card deck **48**. If the player is able to read the card themselves, this should be encouraged. If the player is unable to read, the Adult moderator should read the card. The player should then attempt to perform the action on the SAFETY card he/she has drawn.

[0079] If a player lands on a "FREE" space **26**, they will be able to choose from which deck (GREEN **46**, ORANGE **47**, or WHITE **48**) to draw their card for that turn.

[0080] In all the cases shown above, if a player draws a card in which they are unable to answer the question or perform the action/instruction, they should remain on that game board square and wait until it is their turn again. They should then draw another card from the same card deck from which they drew the last time and were unable to answer the question or perform the task. A question must be answered correctly or an instruction/action performed correctly before the player is permitted to roll the die again.

[0081] In both of the preferred embodiments - SOCIAL SKILL BUILDER LEVEL I game and SOCIAL SKILL BUILDER LEVEL II game the time to complete a session will vary from thirty minutes to that amount of time allowed by the Adult monitor. The session ends when the allotted time is completed or one of the players crosses the finish line. However, it is paramount to understand that this is not a competitive game, rather a game with the specific intent to promote participation and interaction of the players. Through that interaction, the social and communication skills have specific focus for the individual players and an opportunity for that specific player to develop improvements. The alternative embodiments shown in FIGS. 9 and 10 are played essentially the same as described in the above rules. The primary difference is the simplified artwork to reduce diversion of the players attention from the activities being performed.

[0082] The board game of the present board game has been shown and described as including a pre-printed game boards **21, 21A, 45** and **45A**. Even though a simple board game is illustrated, it should be understood that the board game could be modified to play this electronically on a computer or across the Internet. This alternative is shown in FIG. 11 and uses a computer terminal **49**. This would still require the game to be properly monitored by an adult. Even as an electronic version the game

could still operate within the scope of the board game. One skilled in the art appreciates that as computer laptops, hand-held, mobile telephones, and other electronic methods advance, similar devices may be used to accomplish the interactive skill development expressed by the methods used with this board game.